

Sprites Primary Academy



Behaviour Policy

Approved by: LGB

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Contents

1. Aims.....	2
2. The school approach.....	2
3. Rewards and sanctions.....	2
4. Roles and responsibilities	4
5. Behaviour management	5
6. Bullying	6
7. Definitions.....	6
8. Links with other policies	6
Appendix 1: Behaviour Chart	7
Appendix 2: Behaviour Incident Form	8

1. Aims

This policy aims to:

- Promote an environment where everyone feels **happy, safe and secure**.
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. The school approach

2.1 Life Values

At Sprites Primary Academy, we always have the highest expectations of behaviour and conduct from all stakeholders. We believe in promoting positive behaviours to ensure that every member of the school community feels happy, safe and secure. The school has a variety of strategies and systems to achieve this.

Underpinning our entire school ethos, we have three Life Values – devised by our pupils using acronyms of the school's name – which encapsulate expectations of behaviour for all stakeholders. These values will enable our pupils to be excellent role models in their conduct and their learning. They are ways of 'being' rather than a set of 'rules', helping to shape our pupils into positive citizens of the world. They are:



- **SAFE** (Lion)
- **POLITE** (Heart handshake)
- **ASPIRATIONAL** (Book)

2.2 The 'Hive'

The Hive is our pastoral support and nurture room, managed by the school's inclusion lead. It is a safe space with lots of activities and zones designed to engage, calm and regulate children. The Hive can be used for a variety of needs depending on pupils' individual circumstances, with trained staff delivering high quality support. We are mindful as a school that this space does not become a 'naughty' space but rather a safe space to re-regulate pupils so they can be back in class, where nurture based approaches are also applied. In other words, the less The Hive is used, the better!

3. Rewards and sanctions

3.1 Good to be Green

The 'Good to be Green' scheme is aimed at promoting positive behaviour by rewarding those pupils who behave appropriately and serving as a visual reminder for those pupils not meeting the expected standards of behaviour.

Each class has a visual 'Behaviour Chart' (traffic light) with every child's name on it. All pupils start on the green each day – this is important because it acts as a fresh start for all pupils. Positive behaviours are rewarded by moving names up; negative behaviours result in names going down (see appendix 1).

3.2 List of rewards and sanctions

Positive behaviour may further be rewarded with:

- Verbal praise
- Stickers
- Certificates
- Always Star (in assembly)
- House points (tokens)
- Prizes
- Parents contacted / invited to assembly

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Time Out in class or another class
- Expecting work to be completed at break or lunchtime
- Missing some of their break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on report card
- Suspensions (internal, fixed term or permanent exclusion – see section 5.4)

3.3 House system

Our school operates a 'house' system where we have four houses, named after well-known British universities, to tie in with our Life Value of Aspirational – Oxford, Cambridge, Durham, and York. Each pupil is allocated a house from the start of their time at Sprites to when they leave. Pupils can gain house points for a variety of reasons. These include:

- Exceptional behaviour
- High / improved attendance
- Special achievements

House teams are then rewarded for collecting the greatest number of house points each term.

3.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Staff can only discipline the pupil when the pupil is under the lawful control of the staff member.

3.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher has the responsibility for giving fixed term suspensions and permanent exclusions to individual children. Both these actions will be reported to the school governing body as soon as possible.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Having high expectations of behaviour at all times
- Treating all children fairly, with respect and understanding
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording and reporting behaviour incidents (see appendix 2)
- Contacting parents/carers for serious incidences within 48 hours

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Leave behaviour matters to the school and not approach other parents/pupils

4.5 Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings, school property and property of others with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5. Behaviour management

5.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and reference the school's Life Values
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Promoting responsible behaviour with classroom monitors
 - Communicating expectations of behaviour both verbally and non-verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

5.2 Physical restraint (see separate Restrictive Interventions Policy for full details)

Restrictive interventions, including the use of reasonable force, restraint and seclusion, may only be used in **exceptional circumstances** where they are **lawful, necessary and proportionate**, and where other less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

In line with Department for Education guidance (2026), restrictive interventions must only be used to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing disorder among pupils at the school

The decision to use a restrictive intervention is a matter of **professional judgement** and will always be based on the specific circumstances at the time. Before using, or continuing to use, a restrictive intervention, staff will, wherever practicable, consider the following factors, which are drawn directly from the guidance.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents

The use of reasonable force on pupils with SEND should only be used after reasonable adjustments have been made. The judgement to then use reasonable force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Restrictive interventions will never be used as a punishment, a disciplinary sanction, or for the purpose of compliance, convenience or to manage behaviour where there is no immediate risk of harm. Any use of force or restrictive practice for these purposes is unlawful.

5.3 Confiscation

We will confiscate any item which is prohibited, harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation 2014.

5.4 Suspensions and Exclusions

Sprites Primary Academy has regard to the DfE Guidance document "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (2024)

The decision to suspend or exclude a pupil, whether fixed term or permanent, is always a last resort and will be taken either in response to a serious breach or persistent breaches of the school's behaviour policy; or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Please refer to our Suspension and Exclusion Policy for more information.

In the event of an exclusion, guidance would be followed as recommended in the document. In minor incidences, the school may issue internal suspensions where a pupil will spend part of a day or a whole day outside of their normal class. Parents will be notified if pupils are given a whole day's internal suspension.

6. Bullying

The school does not tolerate bullying of any kind and treats it very seriously. If we discover that bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

7. Definitions

Minor/Low Level misbehaviour is defined as:

- Non-completion of work
- Not following instructions
- Poor attitude
- Consistent incorrect uniform

Major/Serious misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions
- Any form of bullying
- Child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault against other pupils or staff
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as:

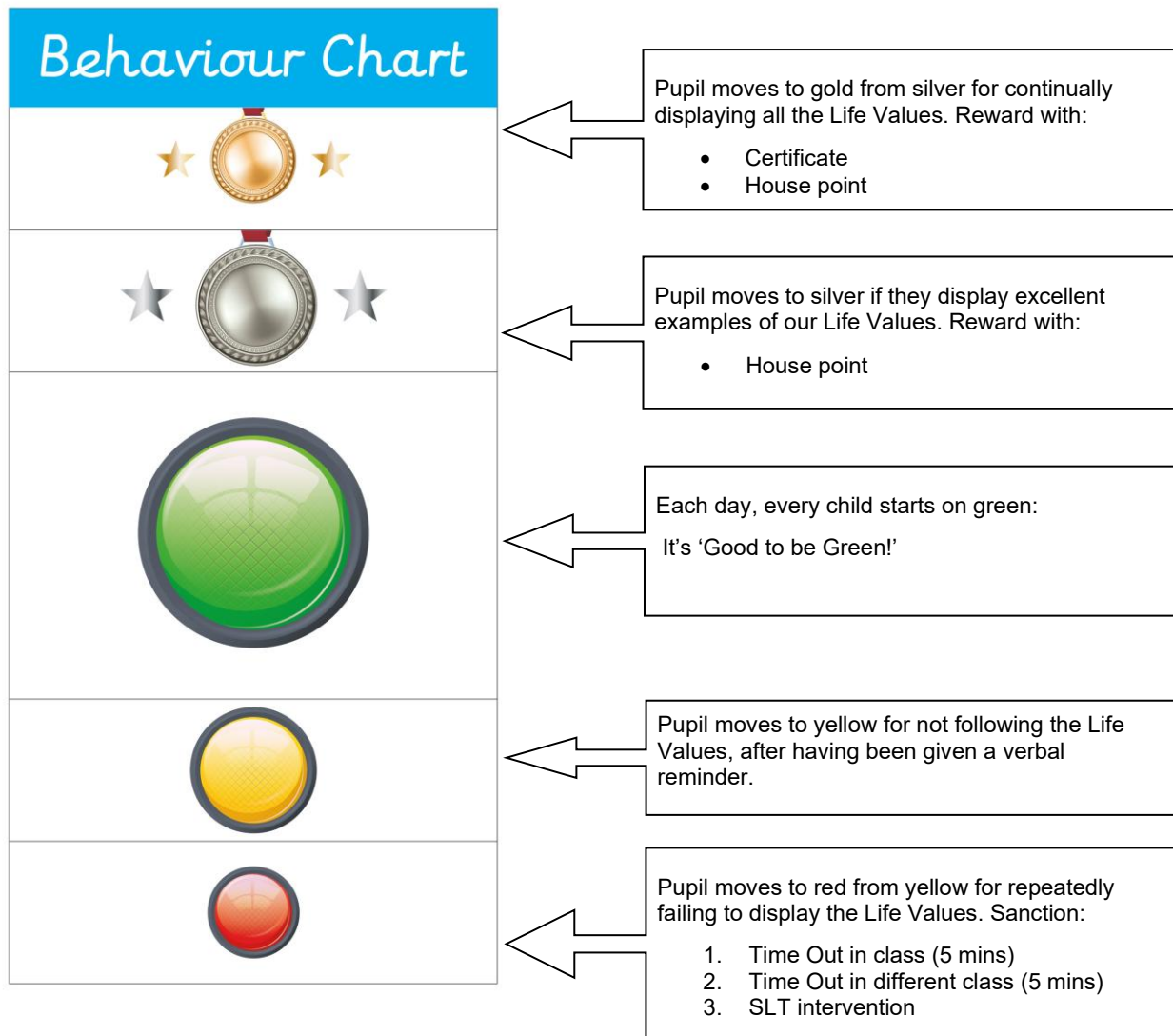
- Knives or weapons
- Alcohol or illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

12. Links with other policies

This policy is linked to: *Anti-bullying Policy; Restrictive Intervention Policy, Suspension and Exclusion Policy.*

Appendix 1: Behaviour Chart




At the start of each day, all pupils will start on the green. This is important because it serves to remind pupils that they all have a fresh, equal start to the day.

Pupils can move up or down on the behaviour chart at any point during the day. The idea is to encourage pupils to show the Life Values at all times and help them improve their behaviour – where a pupil finds themselves on the yellow or red, there must be the opportunity to move upwards.

Any member of staff can instruct the class teacher to move a pupil up or down.

Appendix 2: Behaviour Incident Form

A red Behaviour Incident Form is completed when a serious/major incident of misbehaviour occurs OR for repeated low level behaviours. They are then passed on to SLT/pastoral team to review, action and finally enter onto the school's behaviour logging systems.

Behaviour Incident Form				
Reported by:	Position:	Date (of incident):	Time:	
Pupil Name(s):	Class:	Perpetrator	Victim	Witness
Location:				
<input type="checkbox"/> Classroom		<input type="checkbox"/> Playground		
<input type="checkbox"/> Hall		<input type="checkbox"/> Field		
<input type="checkbox"/> Corridor		<input type="checkbox"/> Forest Site		
<input type="checkbox"/> Library		<input type="checkbox"/> Teepee		
<input type="checkbox"/> Other room		<input type="checkbox"/> Car Park/Road		
Problem Behaviour:				
<input type="checkbox"/> Fighting	<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Bullying	<input type="checkbox"/> Sexualised behaviour	
<input type="checkbox"/> Physical (adult)	<input type="checkbox"/> Swearing	<input type="checkbox"/> Racism	<input type="checkbox"/> Sexualised language	
<input type="checkbox"/> Physical (child)	<input type="checkbox"/> Disrupting learning	<input type="checkbox"/> Sexism	<input type="checkbox"/> Child on Child Abuse	
<input type="checkbox"/> Biting	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Homophobia	<input type="checkbox"/> Unsafe behaviour	
<input type="checkbox"/> Spitting	<input type="checkbox"/> Damaging property	<input type="checkbox"/> Discrimination	<input type="checkbox"/> Other:	
Possible Motivation / Triggers:				
<input type="checkbox"/> Avoid (adult)	<input type="checkbox"/> Hyperactivity	<input type="checkbox"/> Frustration	<input type="checkbox"/> Obtain (item/activity)	
<input type="checkbox"/> Avoid (child)	<input type="checkbox"/> Sensory	<input type="checkbox"/> Emotions	<input type="checkbox"/> Illness/Discomfort	
<input type="checkbox"/> Avoid (task)	<input type="checkbox"/> Transition/Change	<input type="checkbox"/> Revenge/Power	<input type="checkbox"/> Unsure	
<input type="checkbox"/> Attention seeking	<input type="checkbox"/> Worry/Fear	<input type="checkbox"/> Game gone wrong	<input type="checkbox"/> Other:	
Details of Incident (use overleaf if required):				
Restraint used? Y/N (Describe if Yes):				
Outcome:				
<input type="checkbox"/> Calm corner/Reflection	<input type="checkbox"/> SLT/Pastoral supp	<input type="checkbox"/> Peer Pals	<input type="checkbox"/> Report card	
<input type="checkbox"/> Time out (in class)	<input type="checkbox"/> Lost play/lunch	<input type="checkbox"/> Restitution/Apology	<input type="checkbox"/> Internal exclusion	
<input type="checkbox"/> Time out (out of class)	<input type="checkbox"/> Loss of privileges	<input type="checkbox"/> SEND referral	<input type="checkbox"/> Suspension	
<input type="checkbox"/> Removal from room	<input type="checkbox"/> Confiscation of item	<input type="checkbox"/> Behaviour plan	<input type="checkbox"/> Other:	
Parent/Carer Notified (within 48 hours):				
- Perpetrator(s)	<input type="checkbox"/> By Phone	<input type="checkbox"/> In Person	<input type="checkbox"/> Dojo/Email	<input type="checkbox"/> N/A
- Victim(s)	<input type="checkbox"/> By Phone	<input type="checkbox"/> In Person	<input type="checkbox"/> Dojo/Email	<input type="checkbox"/> N/A
Additional Information:				
Signed (reporter): _____		Date: _____		SLT use only (Initial & Level 1-5):
Signed (class teacher): _____		Date: _____		